DOCUMENT RESUME

ED 097 654 CS 001 401

TITLE	Inservice Reading Resource Kit and Project Reading Alert: Package 5--Classroom Management.
INSTITUTION	New York State Education Dept., Albany. Bureau of Reading Education.
PUB DATE	74
NOTE	64p.; See related documents CS 001 397-402
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	*Class Management; Class Organization; Elementary Education; Grouping (Instructional Purposes); *Individualized Instruction; Individualized Reading; *Inservice Teacher Education; Reading Diagnosis; Reading Improvement; *Reading Instruction; Reading Programs; Reading Skills
IDENTIFIERS	*Project Alert

ABSTRACT

Developed and coordinated by the Bureau of Reading Education of the New York State Education Department, Project Alert is a statewide inservice program to facilitate instituting or improving the diagnostic-prescriptive approach to reading instruction. As part of this program, a reading resource kit was prepared by the bureau to give structure and direction to the projects in the local schools. This multimedia kit presently has six packages, with three more to be prepared. Each of the packages in the kit analyzes one skills topic in reading. The fifth package, "Classroom Management," contains materials intended to help teachers organize their classrooms effectively so that individual needs can be met through appropriate group or individual learning activities. The first section of the package emphasizes the importance of using relevant student data as the foundation of instructional planning. The next section focuses on possible staff patterns and the relationship of classroom organization to learning. And the last section deals with the instructional program. In each section, assigned tasks involve the teacher in actual procedures for classroom management. An overview of Project Alert and the administrator's handbook, which describes the intended uses of the packages, are included with each package. (TO)

ED 097654

Inservice Reading Resource Kit

and

Project Reading ALERT*

Package 5--Classroom Management

Bureau of Reading Education

New York State Education Department

Washington Avenue

Albany, New York 12224

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* Project Alert was organized, supervised and evaluated by members of the Reading Bureau, under the direction of Mrs. Jane Algozzine, Chief of the Bureau.

CS 001 401

Overview of Project Alert

Thomas Fitzgerald

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Albany, New York

Project Reading Alert is a statewide inservice program with the objective of instituting or improving the diagnostic-prescriptive approach to reading instruction. In an effort to increase the impact of inservice programs, this project has been developed and coordinated by the Bureau of Reading Education of the New York State Education Department. Many previous inservice programs utilized outside speakers for short-term lecture courses which had little emphasis on demonstrations of classroom techniques. Project Alert is structured to overcome the widespread negative response of teachers to traditional inservice arrangements. For this reason the project has several unique features:

1. Classroom teachers are used to facilitate and guide inservice programs.
2. The emphasis is placed on the self-direction of teachers in determining content of the inservice program.
3. The emphasis is placed on classroom demonstrations of new techniques.
4. Finally, 50 school districts are cooperating and sharing inservice

materials and objectives.

Project Alert has been structured in three phases, each training a group of teachers who, in turn, have initiated an inservice program for other teachers. Through this "ripple" effect, it is expected that approximately 5,000 teachers will be exposed to the reading inservice program. The first phase of Project Alert, funded through ESEA, Title I funds, brought together the 50 directors of the summer programs for a 2-week workshop in March 1972. The participants focused on three main activities:

1. Exploring, critiquing, and utilizing the "Reading Resource Kit",
2. Refining inservice models for each of the 50 projects, and
3. Investigating additional diagnostic-prescriptive techniques by reviewing new commercial material and visiting school programs.

The 50 reading specialists returned to their communities to direct the second phase of the project, a summer instructional program for children in Title I, ESEA programs and inservice training for 670 Title I ESEA teachers in the summer program. This second phase was also funded through Title I, ESEA. As the director facilitated, guided, and evaluated, the teachers designed their inservice program to meet their own needs in the classroom: diagnosis, prescription, evaluation, and management. The spirit of experimentation was encouraged through classroom demonstrations, shared instructional responsibilities, and self-evaluation. The Reading Resource

Kit and commercial material provided the focal point for teachers' discussions and team projects. An important objective of the summer phase was to prepare the teachers to organize and facilitate inservice programs this past academic year (1972-73) in their individual schools. The teachers trained during the summer returned to their buildings as teachers-leaders with the responsibility of organizing an inservice program for their fellow teachers.

Throughout this program, commercial and locally developed materials were used to assist teachers. The Bureau of Reading Education prepared a Reading Resource Kit to give added structure and direction for the 50 projects. This multimedia kit presently has six packages which permits the teacher to select areas of interest and needs, and to work through the readings, tasks, and evaluations. This may be done independently or in a group, depending on the desired organization of inservice in that building.

The Reading Resource Kit provided structural guidelines for developing a reading program based on individual needs of students as advocated by the Regents position paper on reading. Inservice leaders used the kit as a springboard for evaluating and improving the skills and techniques of the teachers. Other inservice materials will be used to expand the program as the needs of the teachers indicate. The kit is not designed as a complete teaching resource nor as a complete reading program for a school system.

The kit's central focus is the development of a diagnostic-prescriptive approach to classroom reading instruction. Each of the packages in the kit analyzes one skills topic in reading. The following is an outline of the contents of the packages:

I. The Recognition of Readiness

II. The Informal Reading Inventory

1. How to Construct
2. How to Administer with a Demonstration of Procedures
3. Recording Scores

III. Diagnosis of Word Recognition Ability

1. Techniques for Testing
2. Interpretation of Tests
3. Available Materials

IV. Assessment of Listening Skills

V. Classroom Management

1. Data Collection: Organization and Use
2. Facilities
3. Instruction

VI. Fry Readability Index

VII. Improving Comprehension Through Questioning Techniques (available 1974)

VIII. Reading in the Content Areas (available 1974)

IX. Prescription in Word Recognition Skills (available 1974)

With this brief overview of the components and activities of Project ALERT, one of the six available packages is presented following the Administrator's Handbook which describes the intended uses of the packages.

Administrator's Handbook

for

Inservice Reading Resource Kit

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Gratitude is expressed to those writers who helped prepare individual packages and provided inspiration and creativity as they wrote the narratives, planned the sequences, and arranged the tasks for the Inservice Reading Resource Kit. Appreciation goes to:

PHOEBE LAZARUS -Supervisor of Special Education, BOCES -Nassau County, for the Reading Readiness Package

DOROTHY OHNMACHT -Assistant Professor of Education at Russell Sage College, for the Informal Reading Inventory

JANE COLLIS -Former Director of Reading in Holland Patent Schools, for Diagnosis of Word Recognition Ability

FRANCIS HODGE -Assistant Director, Two-Year College Student Development Center, for Assessment of Listening Comprehension

BERYL SITAPMAN -District Supervisor of Reading, District #3 Huntington, Long Island, and THOMAS FITZGERALD, Associate in Reading Education, for Classroom Management

EDWARD FRY -Director of Reading Center, Rutgers University, for Readability Index

The narratives for the cassettes were read by:

SARA PITT -Reading Specialist, former teacher at Albany High School

PHILIP MORRISON -Associate in Educational Communications

The writing-editing staff consisted of Sara Pitt, Agnes Holleran, former English Department Chairman at Cohoes High School, and Ellen Murphy, English teacher. They contributed to the clarity, conciseness, and accuracy of narratives, tapes, and workbooks.

Appreciation also is due to the staffs in the State Education Department units: Mass Communication, Audio Visual Center, and Publications for exceeding their roles in producing materials. Special mention is given to Helen Marion and Jean Spawn of the Guilderland Central School District and to William Neiger of Shaker High School, Latham, for their kind cooperation in making the production possible.

This resource kit was prepared under the direction of ALBERTA C. PATCH, Associate, Bureau of Reading Education.

Other members of the State Education Department who gave generously of their time in a consultant capacity are:

CATHERINE BAILEY, Associate, Division of Research and Educational Communications

THOMAS FITZGERALD, Associate, Bureau of Reading Education

DOROTHY FOLEY, Associate, Bureau of Elementary Curriculum

VIRGINIA FRANSECKY, Associate, Bureau of Reading Education

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PAULA ROLLINS, Associate, Bureau of Reading Education

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FOREWORD

The idea for the Inservice Reading Resource Kit for classroom teachers was first conceived in the Bureau of Reading Education in 1970. At that time the need to reach far more teachers than is presently possible through inservice local workshops or through the limited number of collegiate programs available to a district became evident. This led to a decision to develop a series of learning packages for use by individual teachers or by small groups of teachers. While they are designed to be self-directed and self-paced, it is hoped that they will be used whenever possible under the direction of a competent reading consultant or director of curriculum. The first six packages completed in the series deal primarily with diagnostic techniques useful in the classroom, the evaluation of the approximate difficulty of materials and the organization of a classroom to provide individualized instruction and thus fill the identified needs of the learner.

These packages are intended to serve as tools and to expand the capacity of the State Education Department to reach all teachers in New York State concerned with providing the highest quality of instruction. It is our hope that these materials, used in proper perspective and supplemented by other means for improving the teacher's effectiveness in the classroom reading program, will enable the school districts to implement the program proposed in the Regent's Position Paper No. 12, Reading, published in July, 1971.

Jane Algozzine

Jane Algozzine, Chief
Bureau of Reading Education

INTRODUCTION

Does your teaching staff need help in:

---constructing and administering diagnostic reading tests
---individualizing reading instruction
---determining the readability level of materials
---determining reading readiness of individual students
---testing word recognition ability
---developing communication skills related to reading---such as those found in listening
---designing programs for students based on their abilities and needs

Do you find it difficult, if not prohibitive, to get the time, facilities, and resources needed to provide such help?

The Inservice Reading Resource Kit provides low-cost, on-the-job training to assist classroom teachers in individualizing reading programs. Flexibility is an important feature of the multi-media approach. Since the program is self-administering and self-instructional, the teacher can schedule his own learning time and place, can adjust the materials and the pace to fit his own needs, using as many or as few of the components as he chooses. The only facilities needed for the program are a cassette playback recorder, a pencil, working space, and either a 16mm film projector or a one inch video tape projector, preferably one which includes a monitor.

Few bibliographical references are included in the kit since they tend to become out dated rather rapidly and lists may be interpreted as restrictive. Administrators are urged to keep information about up-to-data professional resource materials readily available. The school Reading Coordinator can suggest specific materials on request.

Self-Instructional Inservice Reading Kit: A Resource for Developing Diagnostic-Prescriptive Techniques in Classroom Teaching of Reading'

Objectives for Use

...Administrators and reading supervisors will be able to offer a resource packet to classroom teachers to assist them in individualizing their reading programs.

...Administrators and reading supervisors will be able to plan a self-instructional in-service reading course for classroom teachers.

...Classroom teachers will be able to use these multi-media packages independently to develop expertise in individualizing reading instruction.

...The classroom teacher will be able to use the packages in this resource kit to instruct herself in:

...assessing student readiness for learning to read

...constructing appropriate diagnostic reading instruments

...determining suitable reading materials for students

...prescribing appropriate reading tasks and programs for students

...recording reading progress and maintaining records for students

...selecting classroom management procedures appropriate to specific needs

The Inservice Reading Resource Kit is intended to serve as a spring board, helping the classroom teacher to diagnose students' reading proficiency and to prescribe appropriate programs for every child in a range of from-below-to-above-average achievement. It is not meant to be a clinical instrument. Intentionally, it oversimplifies techniques for diagnosis, holding to the thesis that as a teacher gains expertise, he will become aware of questions which are raised by specialists in the field, and will pursue sophisticated procedures at greater depth than is undertaken in this foundation study.

OVERVIEW OF CONTENTS

Package I — The Recognition of Readiness (Beginning Reading Level)

This package deals with means of determining a child's development in mastery of the skills essential to learning to read. It provides a set of axioms or generalizations about the process of reading which should help the teacher to identify the child's point of readiness. Suggestions are given for certain tasks which will aid the teacher in prescribing appropriate instruction to meet those needs.

Package II — The Informal Reading Inventory

This package explains how to construct and how to administer the informal reading inventory which is a most useful instrument in providing appropriate placement for students in materials and in the reading skills sequence. It helps diagnose strengths and weaknesses giving the teacher insight into the individual's learning needs. A video tape or 30 mm film demonstrating procedures accompanies the package.

Package III — Diagnosis of Word Recognition

This package goes into detail in the techniques of testing word recognition. Materials are suggested. Interpretations of results are provided as guidelines for teachers. Actual test situations have been recorded on cassette tapes.

Package IV — Assessment of Listening Skills

This package presents materials for assessing the child's listening comprehension level. Sample exercises, scoring devices, and samples of question techniques are included. This is the first of several packages dealing with communication skills which are related to the reading process. (The other packages are to be developed at a later time).

Package V — Classroom Management

This package deals with three major concerns in classroom management. Section I focuses on data collection. The teacher learns how to organize and use information about students' reading skills. Section II deals with classroom facilities and staffing. Section III is directed toward instructional procedures.

Package VI — The Fry Readability Index

This package is a working tape and study book to teach the Fry Readability Index, which is one of many methods used to determine a textbook's level of reading difficulty.

Suggestions for Use of Resource Kit

Situation I

A beginning elementary classroom teacher has had little or no background in the teaching of reading. She asks for help in organizing her classroom. The principal of her school calls the Inservice Reading Resource Kit to her attention, and he helps her arrange a schedule for using it after school in the library of the school on two days each week. He asks her to keep a log which will show any value this resource may have in improving her own effectiveness in the classroom and asks her reading teacher to assist her in her use of this kit.

Situation II

A team of social studies teachers in a middle school is concerned with the suitability of textbooks for the students. The department chairman schedules meetings for them to use the resource kit and learn how to determine the readability difficulty of the texts. They learn from the resource kit how to do informal testing to find the students' reading instructional level. Their findings will be reported to the school principal and to the guidance office to be shared with teachers in other content areas. Recommendations as to the appropriateness of materials will be included in the report and adjustments will be made in selections of texts and in grouping procedures to provide suitable instruction for the students.

Situation III

The curriculum committee of a school district has reported that there has been no recent inservice course in reading for its classroom teachers. A survey of need and a priority list is made. Teachers in greatest need of this service are scheduled through the entire resource kit by the reading supervisor. A salary increment is allowed for inservice credit, according to district policy, when a teacher gives evidence of satisfactorily completing the course.

Situation IV

A langauge-arts social studies team of teachers on a secondary level questions the suitability of the curriculum for the low, average, and above average students in the school. The reading coordinator suggests they use a readability index on texts and supplementary materials. This leads to further study of the Inservice Reading Resource Kit. Among other discoveries, the team determines, after profiling available student test scores, that the above average segment of population is capable of stretched performance. A survey of available resources in school and community is recommended. The team constructs a curriculum of greater range and depth for these students, utilizing suggestions from the packages of the kit in determining needs and prescribing extended opportunities for independent study and individualization.

Inservice Reading Resource Kit

PACKAGE V

Classroom Management

Package V

Classroom Management

Introduction

The classroom teacher is like a stage manager. He must control a number of variables to insure satisfactory results. Control does not suggest classroom restrictions but rather describes knowledgeable organizing and functioning. The variable factors in classroom management are the children, the instructional program and the educational setting.

This package of materials is intended to help the teacher organize the classroom effectively so that individual needs are met through appropriate group or individualized learning activities. The material within the package is based upon a skills approach utilizing a diagnostic-prescriptive system of instruction. Section I emphasizes the importance of using relevant student data as the foundation of instructional planning. Section II focuses on possible staff patterns and the relationship of classroom organization to learning. Section III deals with the instructional program. In each section, assigned tasks involve the teacher in actual procedures for classroom management.

After studying the contents of the package, the participating teacher should be able to organize an effective instructional system.

Section I

Data Collection: Its Organization and Use

Classroom learning activities evolve from individual needs. Knowledge of the student's abilities is therefore important as a foundation for preparing an instructional program. The teacher must acquire information on group and individual achievement. He must assemble the data from a variety of possible sources, which may include:

1. standardized tests
2. informal diagnostic evaluations
3. anecdotal records
4. health records
5. interest and attitude surveys
6. learning abilities and intelligence tests
7. teacher comments and check lists
8. teacher-parent conference reports
9. samples of children's work

Task I Section I

List the data sources available to you, using the categories suggested above. In a second list identify types of information which are not now available to you but which would be useful. The included sample may be helpful.

Information Sources

Available	Location
1. _____	_____
2. _____	_____
3. _____	_____

Use this location code to simplify your task:

a. in student's personal folder
b. in school central office
c. in classroom file
d. other _____

Unavailable	Plan of Action
1. _____	_____
2. _____	_____
3. _____	_____

Suggested plans of action:

a. request needed materials from administrator
b. make recommendations to test committee
c. develop material with team on grade level
d. other _____

Following is a description of a few of the major sources of data to help you put your information to use.

1. Standardized Reading Tests: These are a widely accepted source of information, either in a survey or diagnostic form. Survey tests generally produce two or three scores; comprehension, word knowledge and sometimes rate. A survey test is appropriate for establishing the range of your group and its relative standing compared to the norming population. Diagnostic reading tests generally produce several sub-scores and are useful for determining individual skill needs. Since grade-level scores on standardized tests generally indicate the child's level of frustration, instruction in reading materials should occur below the level determined by that test.*

2 Informal Reading Inventories: This information source is reliable and revealing if administered correctly. Such inventories will identify the instructional reading level of the child as well as his difficulties in word recognition. The second and third packages of this resource kit deal in detail with informal reading inventories and word recognition testing techniques.

3. Intelligence Tests: These can serve as helpful information tools but are often misused. Testing procedures vary from test to test. Some are group administered and the resultant scores reflect the reading ability of the student. Some produce both a verbal and non-verbal score. Manuals are useful in making intelligent interpretations.

Task II Section I

A class assessment form is provided with this package. Enter the information identifying skills and range as required. The highest, lowest and mean score tabulations will bring into focus the range of abilities in your class.

*A lecture on Standardized Tests given by Victor Tabor, Director of the Division of Testing in the New York State Education Department is included at the end of Section I of this package.

GROUP ____ _____ CLASS ASSESSMENT FORM TEACHER _____

DATE _____

Standardized Survey Achievement Tests

Learning Abilities

I. Name of Test _____ Range

A. Skill

_____ Low ____
Mean ____
High ____

B. Skill

_____ Low ____
Mean ____
High ____

Instructional Material Available

Grade Level	Subject	Title
____	____	____
____	____	____
____	____	____

Name of Test _____

Verbal	Non-Verbal
High ____	High ____
Mean ____	Mean ____
Low ____	Low ____

II. Name of Test _____ Range

A. Skill

_____ Low ____
Mean ____
High ____

B. Skill

_____ Low ____
Mean ____
High ____

C. Skill

_____ Low ____
Mean ____
High ____

Evaluation of Group

I. Strengths of most students

II. Weaknesses of most students

III. Weaknesses of some students

Note: Low represents lowest score
Mean represents average score
High represents highest score

Section I
Task II

Study your completed class assessment form to determine the following:

What is the achievement range for the total group?

What is the range of scores on Intelligence Tests?

How is the class achieving in relation to ability measured?

What range of reading levels should be included in instructional materials?

What range of materials do you need for skills development in reading? for independent reading?

Are sufficient quantities of materials available in appropriate ranges for each subject area?

Your class assessment will be useful in making decisions about instructional materials. However, the evaluation of individual needs gives the most useful information for planning. The informal reading inventory, formal diagnostic reading tests and skills inventories assess individual skill development. If such data is not available, immediate steps should be taken to obtain it. Study Packages I, II, III, and IV (as needed) in order to gain the knowledge and expertise for individualizing your instruction.

Curriculum outlines and subject area demands in your school may have resulted in an internal development of a reading skills checklist. If such an instrument is not available, you should take steps to secure one. Often, committees, teacher teams, or grade level representatives work together to build it. The reading section of the New York State Education Department publication English Language Arts is a useful guide. There are also commercially prepared materials, two of which are the Wisconsin Design for Reading Skill Development and High Intensity (Random House). Barrett's Taxonomy of Reading Comprehension is another good resource.

Additionally, a description of an inventory of skills needed in content reading is included in this package. A detailed sample for social studies teachers is also included to help them construct a diagnostic reading skills test. You will find these on the pages following the summary of this section.

After you have acquired diagnostic data on several members of your class, you are ready for Task III.

Task III Section I

Record the data you have gathered on the Class Profile Sheet provided. When completed, the profile will bring into focus those students who have similar instructional needs. It also identifies the skills which are not yet mastered. Using it, you can make such decisions as:

Which students shall I group for further instruction on _____?

What material shall I assign to (certain student or group) for help in _____?

What prior instruction must I give before these students are ready for lessons on _____?

What method will be best to use in introducing this new skill to this group of students?

Space is provided on the class profile sheet for recording personality characteristics which must be considered when planning learning experiences. Information can be acquired from teacher observation, anecdotal records, informal needs and interests inventories, sociograms, and tests constructed to determine social and emotional characteristics. An astute teacher considers such findings in her planning for group and individual assignments.

SAMPLE CLASS PROFILE

School

Grade

Teacher

Date

Student

Informal Reading Inventory												Group Skill Inventory										Personal Characteristics						
Oral					Word Recognition					Silent			Readiness			Comprehension				Related Skills			Social		Emotional		
Instructional Level	Phrasing	Recall			Vowels	Consonants	Sight	Syllabication		Rate	Recall																	
*																												

*Identify level determined by IRI

Section I
Task III

In summary, the emphasis in this section has been on the use of data in an instructional setting. You have:

1. identified available information
2. recorded data
3. listed available materials by subject and level of difficulty
4. organized data on the basis of group and individual achievement
5. identified skills to be developed, using test information and skill outline

GROUP READING INVENTORY

Description:

The Group Reading Inventory is a teacher-made test, constructed from reading material that the student is using or may use in a content textbook. It is sometimes called an Informal Group Inventory or Diagnostic Survey Test of Reading Skills.

It is composed of from 25 to 30 questions, is given orally, and may be covered in one class period.

The purpose is to determine those reading skills in which the student is deficient. It also can be used to measure growth in particular skills after concentrated attention has been given to them. It is not used to obtain ranks or grade scores.

Content area teachers discover that students may have difficulty in reading skills and study skills in a specialized area even though they have mastered those skills when applied to other content.

Questions should be asked to determine the students proficiency in each of the following areas:

English:

a. Parts of a book
    1. Table of contents
    2. Index
    3. Glossary
    4. Biographical data
    5. Introductory paragraph to a story
    6. Summaries

b. Vocabulary
    1. Meaning
        a. General background of word meanings
            (1) Selection of correct meaning from several dictionary meanings.
            (2) Antonyms, synonyms
    2. Word recognition and attack
        a. Divide word into syllables
        b. Designate accented syllable
        c. Note and give meaning of prefixes and suffixes
        d. Change the part of speech of a word

c. Comprehension
   1. Note main idea
   2. Recall pertinent supporting details
   3. Draw conclusions, inferences
   4. Note sequence of ideas

d. Reading rate

e. Skimming and scanning

Mathematics:

a. Reading a verbal problem and stating it in one's own words
b. Adjusting one's reading to the requirements of the problem
c. Translating words into symbols
d. Knowing the meaning of symbols
e. Understanding vocabulary
f. Noting the relationship in formulas and equations
g. Obtaining information from charts, tables, and graphs

Science:

a. Using parts of the book
b. Using resource (library) materials
c. Vocabulary (meaning from context)
d. Noting the main idea
e. Noting pertinent supporting details
f. Following directions
g. Drawing conclusions
h. Applying theoretical information
i. Understanding formulas and equations

Social Studies:

a. Using parts of the book
b. Using resource (library) materials
c. Using maps, pictures, charts, etc.
d. Vocabulary
e. Noting the main idea
f. Noting pertiment supporting details
g. Drawing conclusions
h. Noting the organization of the material

SOCIAL STUDIES - Diagnosis of Reading Skills

Directions for making a diagnostic test using the social studies textbook.

1. Use 26 questions.
2. Write questions designed to measure the following reading skills in the proportions as shown below:
   (1) Using parts of the book (5 questions)
   (2) Using resource (library) materials (4 questions)
   (3) Using maps, pictures, charts, etc. (4 questions)
   (4) Vocabulary (3 questions)
   (5) Noting the main idea (3 questions)
   (6) Noting pertinent supporting details (3 questions)
   (7) Drawing conclusions (3 questions)
   (8) Noting the organization of the material (1 question)
3. Choose a reading selection of not more than 3-4 pages in length.
4. Have questions of skills #4 through #8 - vocabulary, main ideas, details, conclusions, and organization--based on the reading selection.
5. Explain to the pupils the purpose of the test and the reading skills the test is designed to measure. As test is given, let pupils know the skill being measured.
6. Read each question twice.
7. Write the page reference of each question on the blackboard as the question is read.
8. A pupil is considered to be deficient in any of the skills if he gets more than one question in any of the skills wrong. For example, if a pupil gets two vocabulary questions wrong, he will be considered deficient in vocabulary. If he gets only one vocabulary question wrong, he will not be considered deficient.
9. Form for tabulation:

Name of class _____ Section _____ Teacher _____

Name of pupil _____ Skills

Parts of book	Resource Materials	Vocabulary	Drawing, Conclusions, etc.
*	*	*	*
	*		*

_____ (Star whatever the pupil is deficient.)
_____

10. Form of test (sample)

Parts of book

(1) On what page would you find the map that shows (name of map)? (Shows use of map table found in front of a book.)

(2) On what page does Chapter __ begin? What is the title of the unit of which it is a part? (Shows use of table of contents.)

(3) How can the introduction on pages __ help you in your study? (Shows understanding of unit introduction.)

(4) Of what value are the questions, activities, and vocabulary shown on pages _____ for understanding the material in the textbook? (Shows understanding of specific textbook study aids.)

(5) In what part of the book would you look to find the page reference of this topic: _____ (Shows use of index.)

Use of Resources	(6)	What library aid will tell you the library number of the book _____ so that you would be able to find it on the shelves? (Shows knowledge of function of card catalog.)
	(7)	What is a biography? (Shows knowledge of a type of reference book.)
	(8)	Name one set of encyclopedias. Howare are the topics in these arranged? (Shows knowledge of a type of reference materials.)
	(9)	Name a library guide that will help you find a specific magazine article. _____ If you were to give a report in class and you knew that most of your information would be in current magazines, what guide would tell you what magazine to use and what issue to use for information on your topic? (Shows knowledge of type of library guide to research.)
Use of maps, charts, etc.	(10)	What does the map on page __ show you? (Shows an understanding of fundamental idea on map.)
	(11)	What do the black areas (or some other special feature) shown on the map of page ___ represent? (Shows ability to read information from a map.)
	(12)	Turn to page ___. Ask for some specific bit of information that is shown by the chart. Example: Chart showing the organization of the federal government--"What are the three branches of our Federal government?" (Shows ability to understand charts, diagrams.)
	(13)	Turn to page ___. Ask for some specific bit of information that is shown by the picture. Ask also for interpretation. Example: picture showing sod house on prairie--"What is the settler's house made of?" "Can you tell why that type of building material was used?" (Shows ability to understand and interpret picture)

READ PAGES _____.

Understanding Vocabulary	(14)	Define _____.
	(15)	What did "So and So" mean when he said _____ (Word or term to be defined from the comment must be pointed out to pupils.) (contextual meaning)
	(16)	What is a _____?
Noting main ideas	(17) (18) (19)	Questions to ask for only the main points of information--main ideas of the longer, more important paragraphs
Noting details	(20) (21) (22)	Questions to ask for specific bits of information about the principal characters or ideas of the material.
Drawing conclusions	(23) (24) (25)	Questions whose answers are not completely found in the textbook. Questions beginning with "Why" making comparisons, predicting events, usually measure drawing conclusions. Example: "Why did all the pioneers brave the dangers to move westward?"
Seeing organization	(26)	Each author follows an outline in writing the information in a textbook. In looking through the chapter (one from which the reading selection was taken) write down the author's first main topic OR If you were to outline the material that you have read, what would be the 1-2-3 main topics (headings) of your outline?

School _____ Grade _____ Teacher _____

Subject _____ Number of Pupils _____

Student's Name	Use of parts of book	Use of resources	Graphic aids	Vocabulary	Main ideas	Supporting details	Drawing conclusions	Organization of ideas	Comments

Standardized Tests: Interpretation and Use of the Results[1]

If we would conceive of our problems in reading solely as how to raise low scores on reading tests, our work would be much easier. We would need to spend only a few minutes here today to develop several alternative solutions to choose from, including the possibility of performance contracting.

This would free us to spend our time on other important sounding concerns such as comparing schools on the basis of their percents of pupils below minimum competence on New York State Pupil Evaluation Program tests. In one school in this area, for example, the percent of sixth-grade pupils scoring below minimum competence in reading increased 100% between 1966 and 1970 while in another school the increase was only 20%. Is there any doubt as to which school needs the most help? However, in the school with the 100% increase, the number of pupils below minimum competence increased from 5 to 10, and in the school with the 20% increase the number below minimum competence increased from 50 to 60.

I also wonder if you know that Mental Measurements Yearbooks list 386 tests of personality and only 224 tests of reading. Obviously, personality is more important than reading:

In the foregoing I have attempted to illustrate three of the basic problems that plague testing today and reduce its effectiveness an an educational tool. These are:

1. Lack of an adequate set of clearly stated educational objectives,

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[1]Speech given by Victor Taber at School Administrators' Workshop on Reading held in Woodbury, Long Island, N.Y., February 3 and 4, 1972. Mr. Taber is Director of the Division of Educational Testing in the New York State Education Department.

2. Misuse of statistics and statistical data, and
3. Making inferences and drawing conclusions on the basis of insufficient or unrelated data.

We are not here today because we want to improve test scores, even though we might not be here if they were improving. We are here today because we are concerned about how to improve reading achievement, or reading skills if you prefer that term. And this objective is only one part of our overall objective or mission in education; - that is "to prepare pupils to meet the changed life and conditions as they will exist at the beginning of the 21st century" and "to help pupils live successfully today, tomorrow and during what remains in this century."

Of course, we all know we should have a clearly stated set of educational objectives. Many school systems and Departments of Education have worked on developing them, sorting them into terminal and enabling, short-range and long-range, and then giving them weights according to their relative importance. But are these objectives stated so clearly and specifically that everyone in every school and community really understands them? Are they weighted to give them appropriate balance and emphasis? And, most important, is everyone in the community - school administrators, teachers, parents and pupils - definitely committed to them?

I believe long-range goals are especially important because, without them, our short-range or immediate goals tend to take on more significance than they deserve. Some short-range goals are even inconsistent if we stop to think about them with what we very well know are our long-range goals.

For example, we would like to have our pupils develop into well adjusted, self-motivated and self-directed adults who will be good citizens in the world of tomorrow, who will be able to communicate well with each other and who will be able to live comfortably, happily and successfully with each other and with themselves. To be able to reach such goals as these, we instinctively know that just good teaching, in its traditional sense, is not enough; our pupils must do more than go through school conforming to conventional modes of behavior and giving us back the pat answers we have taught them. However, when pupils come up with low scores on a test, we have a tendency to over-react, as if the only really important factor in the present and future life of pupils is the ability to score high on a test.

In many low-score testing situations, we increase the pressure on ourselves and on pupils to perform better according to our short-range, or perhaps shortsighted, standards. As a result, we end up producing a teaching and learning situation that is a complete contradiction of what we want it to be. We may even succeed in teaching pupils to read or to learn, but at the expense of their interest in or liking for reading or learning. In doing this, we reduce their self-confidence and self-concept (after all, other pupils can do better in this seemingly so "very, very significant" task), and thus, we lead pupils to hate school, society and even us.

Why do I take our time to recite these platitudes? Because it is the only way I know to emphasize that, before we test, we must really know <u>why</u> we are testing, <u>what</u> we are testing and

how important what we are testing is to the accomplishment of all our goals. Without a comprehensive set of clearly stated goals, we cannot use, explain and evaluate test results properly, and we will continue to be in real trouble when the scores are low. There is no doubt that in order to improve what we are doing, we must use measures that will help us determine how effective we are, but what is the sense of measuring if we have no previously agreed upon and carefully defined criteria to use in evaluating or interpreting these measurements.

If we were to list the goals of education, academic achievement would be one of them, and under that would be reading achievement. This implies that academic achievement is less than 100% of all our objectives and that reading has a still smaller weight. What is the proper weight at each grade-level grouping for academic achievement, and for reading in particular? I do not know, and I doubt that anyone else does. But I think we can agree that the development of the ability to read, and all the enabling subskills and attitudes required to reach an adequate level of reading competence, is of central importance - the key to the attainment of many other important educational goals in the noncognitive as well as the cognitive area. Thus, even though a school district, or we as individuals, develop a well-thought out and sound overall system of educational goals and weights, we must remember these goals and weights are only ideal expressions of what we would like to have happen to pupils under circumstances that are at least average or above average, or perhaps ideal, and for pupils who are at least average or above average.

Of course we all know not all circumstances and pupils meet this criteria. Many teachers and principals are faced with situations where neither condition exists. This means, therefore, that our goal systems must be flexible and that we must be ready to give reading competency as high a priority in every school as individual pupil needs require.

We have a fixed period of time in which to achieve all our goals with pupils - about 13 years total. Pupils come to us with wide variations in backgrounds, abilities and readinesses. Therefore, we cannot realistically expect all of our pupils to attain all our objectives and with an equivalent amount of mastery. Either we must give up some of our objectives for some pupils, or we must have more time. To me, it is as simple as that. And the crux of the situation is making the right choice -- deciding which goals are expendable, which are partially expendable or postponable, and for which pupils -- and then determining our success, or lack of it in accomplishing only those goals that we have selected as possible of attainment.

I think this is a different kind of perspective than some of us now have when we evaluate the results of our efforts, and certainly a different perspective than that used by many people in our communities when they evaluate our work.

Thinking in terms of this perspective, however, we also want to remember that because it is very difficult to work out a system of assessing progress in meeting noncognitive goals, we tend to assess progress toward only those cognitive goals than can easily be measured, and often let these measurements stand alone for all

to see and use as indicators of our success in progressing toward all the goals of education. When we mark pupils on the basis of their achievement of academic or cognitive goals only, naturally they feel this is all we think really important. When we show the community only the changes in pupil behavior that relate solely to cognitive or academic achievement, naturally the community will rate the total school program in terms of these changes only. Therefore, unless we develop within ourselves and our pupils a proper perspective concerning the importance and use of achievement test results, and help develop a similar perspective within the community, results on achievement tests will continue to be the sole basis for evaluating the results of our efforts.

Of course, changing peoples' goal systems, their value systems -- or what I refer to as their perspective -- is not easy, but it can be done. This is illustrated by the story of the college freshman - the daughter of rather conservative parents - who wrote home at the end of the first semester to the effect that she had a new address because the dorm had burned down, but hastened to write that her parents shouldn't worry because as she jumped out the second floor window she only broke her arm. She said this wasn't so bad because she met this wonderful intern at the hospital who offered to share his room with her so now she had a place to stay. She continued in her letter, "now, none of this is true, but I did get 2 Cs and 2 Ds and one E for my final grades and I just want to make sure you see them in proper perspective.

Of course, the most important characteristic of a reading test, or any test, is its validity. The traditional definition of validity is "the extent to which a test measures what it is supposed to measure". I prefer a more recent definition given in the test service notebook that states validity is "the extent to which a test does the job for which it is used" which means that unless there is some general agreement on what we want a school, a reading program, or a pupil to achieve - the job - it is not possible to reach agreement on whether or not a test is valid. Some people, for example, will use the results of a test as an indication of pupil and school needs; others will use the same results as an indication of school quality; and yet others, as a basis from which to derive self-concepts, feelings of self-worth and confidence in or dismay over what they are accomplishing. Without a clear statement of the purpose for which we are testing and strict adherence to it, we put ourselves in the situation of the two women who were arguing across an alley from their respective apartment windows. An observer remarked that they probably would never be able to reach agreement because they were arguing from different "premises"!

Standardized tests, including standardized tests of reading, are commonly used by schools for a large variety of vaguely defined purposes - administrative, supervisory, instructional and guidance. All have norms for use in interpreting the test scores. Several different types of norms are usually available - percentile ranks, grade equivalents, and one form or other of standard scores such

as stanines. These norms are primarily intended to provide the user with a means of comparing the present performances or achievement status of his or her pupils with the performance of other pupils in certain well-defined reference groups or with their own performance at a previous or future point in time.

The Pupil Evaluation Program tests provide percentile rank norms, also stanines which we call achievement levels, and statewide criterion reference points called minimum competence scores. Grade equivalents are deliberately not used in the Pupil Evaluation Program because their apparent simplicity leads to a variety of misconceptions about pupils, their achievement status and their needs.

Grade equivalents mislead the user both when used as a status check of pupil achievement and when used as a measure of pupil growth. If a second-, a fourth-, and a sixth-grade pupil obtains a 4.0 grade equivalent score on different levels of a reading test, I doubt if we would even consider providing all three pupils with the same program of instruction. Yet the 4.0 grade equivalent can easily be interpreted as an indication that all three have similar achievement status and could benefit equally from the same instruction.

Standardized test content changes from one combination of grade levels to the next. Regardless of where these changes occur on various tests, it is safe to say that the content of every second-grade standardized reading test is entirely different from that

of the sixth-grade test. Therefore, when a second-grade pupil obtains a 4.0 grade equivalent on a second-grade reading test, it does not mean he reads as well as the average fourth-grade pupil. It means he reads second-grade materials as well as the average fourth-grade pupil. The reverse is also true. A grade equivalent of 4.0 obtained by a sixth grader on a sixth-grade test means he reads sixth-grade material as well as the average fourth-grade pupil. I have purposely used a large grade interval here - second to sixth grade - to make the implications for needed differences in instruction and instructional materials apparent. The same principles apply, however, even when the pupils or their grade equivalent scores are only one, or less than one, grade apart.

In using percentile ranks to measure growth, a pupil is usually compared with a peer group of pupils with as similar relevant characteristics as possible. Thus, if a second-grade pupil scores at the 10th, 50th, or 90th percentile in second grade and maintains the same percentile rank in the third grade among third graders, we say he has made normal progress. However because the range of reading achievement increases among pupils as they progress from grade to grade, we find that the normal annual progress for a pupil at the 10th percentile can be as low as a grade equivalent score of about .5 years and normal annual progress for a pupil that maintains himself at the 90th percentile as high as 1.5 years. Normal progress of one grade equivalent for each year, which is what grade equivalent norms lead us to expect from all pupils, can only be normally expected from pupils

who score close to or at the 50th percentile. Thus, if we use grade equivalents to measure the effectiveness of a special reading program for very poor readers and find at the end of the year that they have only improved their scores by one grade equivalent year, we might conclude that in spite of all our special efforts they had only made normal progress when, in effect, they made more progress than they normally would have without a special program and as much progress as the average reader.

Grade equivalents also complicate comparisons of pupil achievement in one subject with achievement in another. A fourth grade pupil who obtains a grade equivalent score of 6.0 on both a reading and a mathematics test appears to many people to be achieving equally well in both subjects. Yet, because the range of achievement or, technically, the standard deviation of scores, is usually greater in reading than that in mathematics, a 6.0 grade equivalent might be equal to the 75th percentile on a reading test and the 95th percentile on a mathematics test. The same interpretation applies to below grade level scores. A 2.0 grade equivalent score for a fourth-grade pupil might be equal to the 25th percentile in reading and the 5th percentile in mathematics. One final caution concerning grade equivalent norms, and I am sure Mrs. Algozzine concurs in this - if half the pupils in a second-grade class obtain grade equivalent scores of 4.0, I suggest that this does not mean we automatically go out and buy fourth-grade readers for them. We need far more evidence than a grade equivalent score on a test to tell us the reading status of pupils and the appropriate

materials and instruction they should receive.

I mentioned that the Pupil Evaluation Program tests, in addition to their percentile rank and achievement level or stanine norms, have minimum competence scores. When I see how the concept of these scores as common statewide reference points is abused, I sometimes wish we had never thought of them, or, at least, that we had given them another name.

Because the meaning of such statistical interpretations as "40% of the pupils scored below the 25th percentile", or "20% scored above the statewide median" is difficult to grasp, we asked the Department subject specialists to look at the reading and mathematics tests and pick a specific raw score on each test that they felt a pupil should achieve in order to be able to make reasonable progress in a typical New York State classroom. We called these raw scores minimum competence points. In 1966 when we did this, these points clustered around the 23rd percentile (about 23% of the pupils who took the tests in 1966 had these or lower scores), and so, to avoid the confusion of having a different percentile rank for the reference point on each test at each grade level, we arbitrarily made the raw score on each test that fell at the 23rd percentile the minimum competence point.

These points were never intended to be absolute standards. No one yet, in this State, country, or anywhere else, knows or has been able to demonstrate exactly how well a third-grade or sixth-grade pupil should read - or even a high school graduate for that matter. There are almost as many competencies as there are jobs

or tasks. In reading alone there is a minimum competency for reading the local newspaper, and different levels of competency are required for reading such materials as the New York Times, a college textbook, the income tax form, a traveler's guide, or an installment payment contract.

The minimum competence scores on the New York State tests are therefore only statewide reference criteria designed to facilitate interpretation of the test scores. They represent what reading and mathematics specialists believe is a reasonable and desirable statewide level at which children should be able to read in order to get the most benefit out of classroom activities that normally take place in a typical New York State classroom.

The percent of pupils below minimum competence is intended to show school needs and not school quality. For example, we believed - and still do - that it is easier to understand one school's needs and the significance of these needs in relation to those of another if we say one school has 40% and the other 10% of its pupils below minimum competence rather than say one school has 40% of its pupils below the 23rd percentile of pupils tested in 1966 and the other has 10% of its pupils below this 23rd percentile. Thus, we tried to uncomplicate the situation by avoiding lengthy technical and overly precise statistical interpretations. But, we seem to have traded one problem for another. In place of complicated statistical interpretations, we are now faced with the minimum competence points being used as absolute standards and, in and of themselves, as determiners of program

quality, school quality, educational quality and even cost effectiveness. At this point, I would like to make it very clear that a school with 40% of its pupils below minimum competence in reading can be doing a very efficient cost-effective job, more so than one with only 10% below minimum competence.

People generally do not jump to conclusions about the ability of a bus driver when he arrives late because of poor weather conditions, because he drove slowly to protect the health and safety of his passengers, because the mechanic failed to fill the tank with gas, or because of a number of other variables that might have prevented him from arriving at his destination on time. I believe, therefore, that most people will not jump from low test scores to conclusions about the quality of pupil, teacher or school performance, if they are made aware of and understand the becauses - the effect other variables can have upon test scores.

Standardized tests provide useful information for making educational decisions, just as other types of relevant information help us make other types of decisions. I like to think of reading tests scores as degrees fahrenheit on a thermometer. If I want to evaluate the quality of the climate here in this area, I would compare average temperatures here with those elsewhere. This would make the thermometer readings, the measures of temperature, more meaningful to me. Similarly we compare reading test scores, our measures of reading achievement, with those elsewhere to give them more meaning to us. But just as temperature is not the only factor to consider in evaluating climate, neither is reading achievement the only factor to consider when evaluating school or

program quality. In evaluating climate, we quite naturally would go further and relate temperature to other relevant information - humidity, rainfall and the like- and then come to a decision. We should do the same thing with normative scores on reading tests. We should always relate the normative scores to other relevant information before coming to a decision, or before letting anyone else come to a decision.

All of us know that test results alone are not evaluations, but many people do not. It is, therefore, our responsibility not only to use test information properly, but also to make sure insofar as we possibly can that every teacher, every parent, every taxpayer and, yes, every pupil knows what norms are for and how to use them properly. It is also our responsibility to make sure that they have available other relevant information such as humidity and rainfall in the case of climate, in order to make their own informed evaluations and decisions.

Every day our pupils are going to school - learning and growing - and we must let these pupils, ourselves, and the public know how much they are learning and growing. This will not just happen. First of all, as I said, we need to develop a consensus on overall objectives in order to get full value from test results, in order to be able to interpret them within the perspective of what they are validly measuring and how important what they are measuring is in the total development of pupils. Second, in describing pupil achievement, we need to use statistics that

properly summarize and clarify test information. And finally, we must not let test results stand alone. We must relate them to all the variables that have an effect upon pupil achievement so that neither we, nor the school staff, nor the public will be tempted to leap to conclusions about the quality of our programs and our work on the basis of insufficient evidence.

Need I remind us that this is now a time for humility. Anyone who feels he or she has all the answers to what is good testing or good education should check his or her assumptions again. We can only work on our problems and through good, open communications with each other and with the people in our school districts gain new insights which will help us contribute to solutions.

Perhaps the best direction we can take at this time, one which is process oriented, is to emphasize the need for individualized instruction. We have talked about this for years but have only been able to move in this direction slowly. Now with new techniques for breaking down curricula and materials into discrete specific performance objectives, with new classroom management systems, and with learning and resource center developments, there is every expectation that we can move ahead rapidly and make this vital learning process a reality. Individualized instruction, instead of using tests as a basis of comparing one child's achievement with that of another, uses tests to make sure that each child is working on materials and is learning in a way that fully utilizes his individual potentialities and meets his needs every hour of the day and week. This process is the only humane way and the only

efficient way. So often we have wasted, and still do waste, time teaching pupils something that half of them already know or something that half are not ready for.

As you know, the first approach toward individualized instruction is breaking down the curriculum into specific instructional objectives or performance objectives - many, many of them, but all related to achieving certain important overall general objectives. Once this is done, each child can work on each detailed specific objective until he has mastered it and then can move right on to the next. In such a situation, pupils develop self-motivation and the teacher becomes a helper, a facilitator. Every pupil leaves behind him day by day a series of accomplishments - true, some pupils more accomplishments than others - but few if any leave school every day with that dismal sense of failure that comes from not being as good as the next one because he didn't pass a test, because his scores are not up to norm, or because he has been given assignments he cannot understand and complete. In a system of individualized instruction, every pupil learns at a rate best suited for him and at a time when he is properly prepared to learn. Learning becomes a way of life and a joy. When a pupil has achieved an objective, he demonstrates his achievement by passing a mastery test and smoothly goes on to doing the learning necessary to achieve the next specific objective and to pass the next mastery test.

I hope you will forgive me for at times straying so far from what seems to be testing. However, testing is only a tool of

education; and what is good testing depends on what we think is good education. The final thought I would like to leave with you is that we cannot afford to let education reduce itself only to that which can be measured by tests.

Section II

Classroom Organization

Section II of this package suggests patterns to use in organizing a diagnostic-prescriptive approach to instruction.

Staffing patterns determine who will provide the instruction. Some schools function with a classroom teacher for each roomful of students. Other schools operate with teaching teams. In other instances teachers are supported by aides, para-professionals, volunteers, tutors, other students, or by other staff members. Any of these organizational patterns can produce an individualized reading program if the following provisions are built in:

1. the systematic assessment of student interests, abilities, needs, and achieved skills
2. The setting of long-and-short-range goals for each student
3. the continuous re-evaluation of needs and goals
4. the use of alternatives in methods and materials
5. individual assessment of mastery of skills

Task I

Complete the worksheet Assessment of Facilities to bring into focus what you have to work with in your situation, what your needs are, and what adjustments are feasible to help meet these needs.

Assessment of Facilities

I. Available Personnel

1. What special personal are presently available? (For example, teacher educational aide, reading teacher, art teacher, parent volunteers, high-school tutors.)
2. Are other teachers interested in sharing instructional responsibilities? (For example, team teaching, cross-class or cross-grade grouping.)
3. What time is available for teachers to plan a systematic instructional program? (For example, Common planning periods, released planning time, professional development time).
4. What source is available for consultant or advisory service? (For example, University in area, State Department personnel, other educational agency).
5. What steps can you personally take to obtain more personnel if needed?

II. Instructional Activities

1. Which activities might be accomplished equally well in large groups?
2. Which activities are best carried out in small group or individual situations?
3. How can staff be deployed to provide for more efficient grouping procedures?
4. How can other personnel be used for follow-up activities? (Paid or volunteer; parents, students, senior citizens)
5. What steps can you personally take to improve the instructional setting?

III. Space

1. What additional space is available for use in learning activities? (For example, cafeterias, corridors, library, auditorium, classroom interest centers).
2. What changes must be made in order to utilize the space available?
3. What steps can you personally take to improve the utilization of space for instruction?
4. How does your own classroom fit the master plan which you have been designing for an effective instructional setting?

Task II Section II

Complete the following check list to determine whether you are using your classroom space effectively:

	Yes	No
1. Can the furniture be moved for flexibility of grouping	___	___
2. Does each piece of movable furniture make an indispensable contribution to the instructional setting?	___	___
3. Are instructional areas located near facilities needed?	___	___
4. Are electrical outlets accessible to instructional areas?	___	___
5. Is storage space ample and used efficiently?	___	___
6. Has proper consideration been given to appropriate		
lighting?	___	___
heat?	___	___
ventilation?	___	___
water source?	___	___
7. Has space been kept open for instructional activities requiring it?	___	___
8. Has space been planned for a variety of interest centers?	___	___
9. Has space been saved for independent study areas?	___	___
10. Has proper consideration been made for traffic patterns?	___	___

If your worksheet reflects the need for change in your classroom facilities, in what ways can you effect change?

Make a list of priorities and take positive steps which you feel are realistic in your situation.

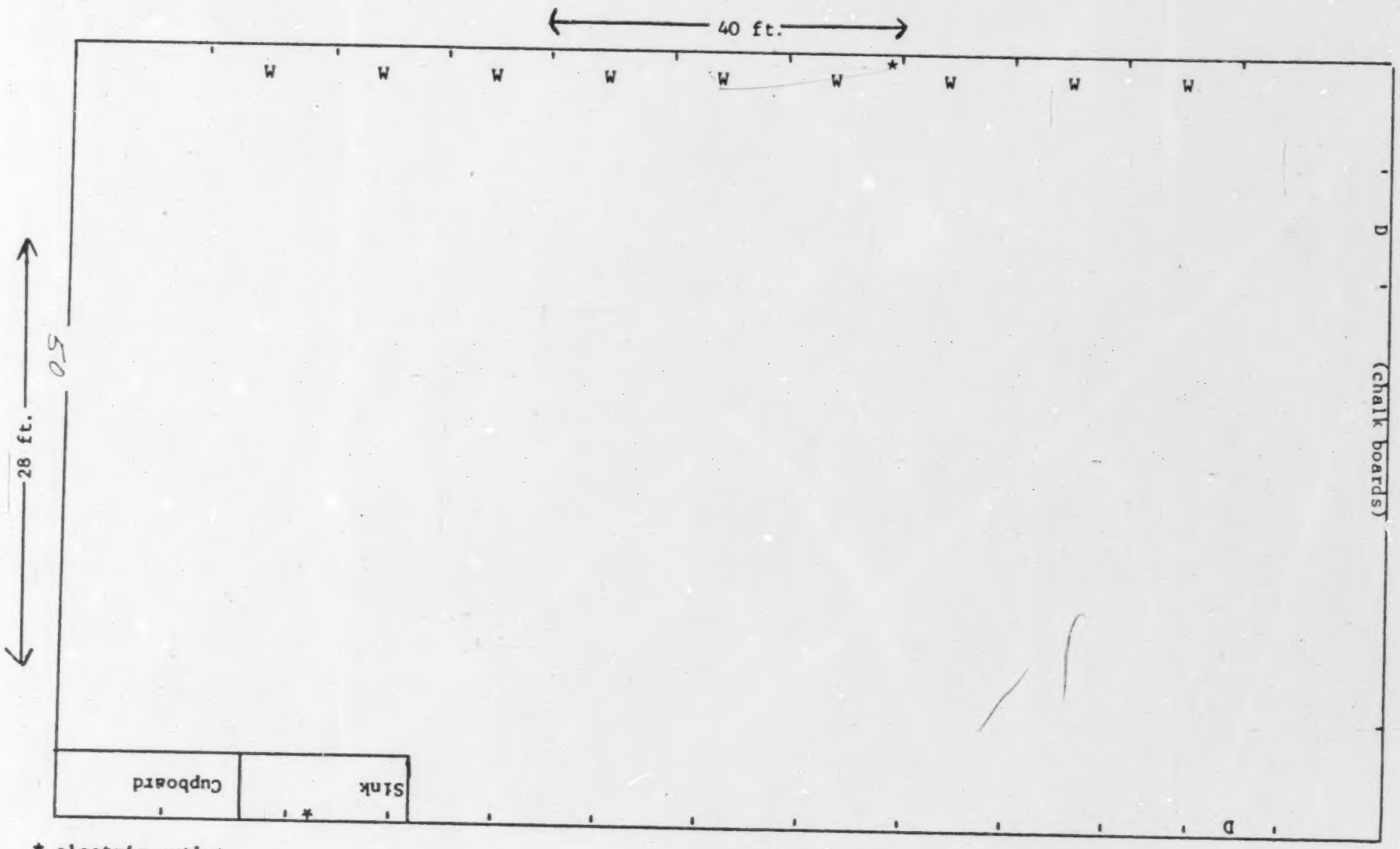
Task III Section II

Make a scale drawing of your classroom, allowing one quarter inch for each foot for the dimensions in length and width. Indicate windows, doors, and other space users in appropriate places. Locate, by code, electrical outlets, chalkboards, water source, cupboard and closet space, and any other facilities found in your room. A sample floor plan is included in this package.

Make cardboard representations of furniture and equipment so that you can experiment with different arrangements that would lend themselves to an individualized approach to learning. (Furniture arrangement can define boundaries for instructional areas without the use of formal dividers.)

Keep in mind how your instructional settings lend themselves most readily to the personnel that is available to you.

scale dimensions ¼inch = 1 ft. Classroom Scale Drawing Task III Section II



* electric outlet

The purpose of the worksheet labeled Organizational Plan is to help you evaluate the effectiveness of your classroom arrangement. Complete the plan by supplying the needed information, using for objectives those which you used recently in a lesson in your class.

A study of your completed assignment should help you determine whether your room arrangement:

1. facilitates an orderly beginning and ending of activities
2. provides adequate space and equipment for requirements of instruction
3. meets the individual needs of students
4. allows for more than one instructional activity at a time.

A model Three-Day Organizational Plan for a Reading Time Block has been supplied in this package for your consideration.)

Task IV Section II

Organizational Plan

Teacher Day

Assistance Time

I. Teacher-directed activities (These activities may be for individual, small group, or large group instruction)

A. Objective(s)

B. Activity to achieve each objective

C. Material needed for each activity

D. Equipment needed

E. Location of each activity

F. Number of students involved in each activity

II Independent ctivities

A. Objective(s)

B. Activity to achieve each objective

C. Material needed for each activity

D. Equipment needed

E. Location of each activity

F. Number of students involved in each activity

III. Assistant-directed actvities (if pertinent)

(Use same format as above, A-F)

Section III

Instructional Program

The instructional program should be based on a diagnostic system, on an outline of reading skills, on prescriptions generated by individual needs, and on an efficient method of record keeping and evaluation.

Other packages of this resource kit have given you guidance in diagnostic techniques. Section I of this package has referred you to sources for reading skills checklists, which are also diagnostic in nature, helping you to determine individual strengths and weaknesses. Usually these checklists are compiled from reading skills outlines. Such outlines help you to plan sequences of lessons, to know what skills may be introduced at grade levels preceding and following yours, and to prepare students for more difficult skills. Other titles for this instrument are flow charts, scope and sequence guides, and reading skills lists.

Section I of this package mentions sources for obtaining prepared reading skills lists.

Task I Section III

Identify the reading skills list used in your school. To determine its value, ask these questions of yourself:

1. Does the list provide a simple sequence of skills which can be used to determine learning objectives?
2. Can it be tapped at any point to assist in individualizing instruction?
3. Can it be adapted to fit all student needs, interests, and modes of learning?
4. Does it provide a developmental strand of skills, K-12?
5. Is it useful for content area teachers as well as for classroom teachers of reading?
6. Does it indicate means for evaluating skills mastery?

If there is no guide available to you, take steps to obtain or compile one. Preferably it should be one that is used in all classrooms in your school.

Given a working situation such as the one described below, the value of instructional objectives comes into focus.

The teacher has determined the reading strengths and weaknesses of the student. A reading skills list is available to provide the instructional framework. Both the student and the teacher should now become involved in establishing the instructional framework; both the student and the teacher should now become involved in establishing the instructional objectives. The teacher uses the agreed upon objectives for planning specific instruction. The student becomes aware of growth as he sets his objectives and works toward them. Serious consideration can be given to planning a program that is realistic in terms of the student's capabilities.

Task II Section III

The worksheet Instructional Objective will be used in Task II and Task III of this section. Using the worksheet, explore with a student a possible area of weakness. Determine a suitable long-range objective and a suitable short-range objective in terms of time, suitable activity, and criteria for mastery. For example:

Long-Range

Jim will identify with 92% accuracy the vowel sounds heard in a 25 word list of one-syllable words.

Short-Range

Jim will identify words containing the long "a" sound from a spoken 20 word list of one-syllable words, with 90 percent accuracy.

Instructional Objective

Student _____

I. Specific area of weakness chosen

II. Long-range objective

III. Short-range objective

Task II
Section III

Suggested Materials for Obtaining Objectives

1. Title _____
   Page _____
   Format _____
   Difficulty Level _____
   Location _____

2. Title _____
   Page _____
   Format _____
   Difficulty Level _____
   Location _____

Student Assessment of Material

1.

2.

Task III
Section III

Be sure that your objectives are based on skills selected from a reading skills list in an area where your student demonstrates weakness. The result is the first component of an instructional prescription which can be taught and evaluated to the point of mastery.

Additional objectives should be decided upon to make a reasonable program of instruction. As the student masters an objective, new ones are added.

To simplify this task the State Education Department is constructing a data bank of criteria-based objectives, which should be available to schools in the fall of 1972. Many school systems have constructed their own banks or are using commercially prepared systems.

Basic to the concept of individualizing instruction is the establishment of independence in learning. The materials selected for instruction must be self-directive in nature if this goal is to be reached. In Section I you listed materials available, making note of subject and approximate level of reading difficulty. (Package VI of this resource kit will give you further help in determining the latter.) You have also learned how to determine the student's instructional level and his independent reading level. When assigning materials for him to do on his own, use his independent reading level for best results. Students who are responsive to challenge, who are persistent in their study habits, and who have a long attention span enjoy work in more difficult materials. However, the average student cannot sustain interest and effort when given too difficult a task.

With the increased availability of multi-media materials, a balance of learning materials should be sought. Care is needed in selecting appropriate materials for the particular objectives which have been determined. Matching materials and instructional objectives for an individualized

program is a demanding task which requires thorough knowledge of a great variety of supplementary instructional media. It is best accomplished on a school-wide basis by maintaining a listing of available materials, catalogued by skill, coded for difficulty, and centrally located.

Task III Section III

To obtain practice in selecting materials for specific purposes, choose several items which you feel would be appropriate for attaining the student objectives you listed for Task II, Worksheet on the Instructional Objective. Try to achieve balance in media. Keep in mind the student's independent reading level, his interests, and independence in work habits.

Assign the work to him. Ask him to evaluate its usefulness to him and the measure of his success with it.

Not all instructional objectives need to be handled in independent or individual situations. Activities and materials chosen for instruction often determine grouping arrangements, particularly when groups of students share common objectives:

The following guide is useful:

1. Large group arrangements facilitate introduction to new content, discussions, and summaries. Listening to reading for enjoyment can be done by large groups. Seldom is this arrangement suitable, however, for other reading tasks.

2. Small group instruction operates best for skill development, interest grouping, social, or project assignments.

3. Individual work is necessary for enrichment, special skill development, or special learning needs.

4. Tutoring functions best for special problems.

Task IV Section III

Select an instructional objective which you have identified as a need in your classroom. Plan your grouping, supplying the information requested on the worksheet for Task IV. In your classroom assess results of the instructional activity.

Rationale for Particular Grouping Pattern

Objective:

Grouping Pattern(s):

Staff Pattern(s):

Material(s):

Assessment of this Grouping:

	Unsatisfactory	Satisfactory	Very Satisfactory
1. Objective attained			
2. Efficiency in time			
3. Efficiency in staff use			
4. Effectiveness of materials			

Task IV
Section III

In a diagnostic-prescriptive reading program, record keeping is essential. In completing the tasks in this package, you now have for use a number of record sheets. These should be an aid, not a burden, to your planning.

Task V Section III

If you feel your record keeping is not adequate, review your system, using these questions as a guide:

	Yes	No
1. Is your method for retrieving standardized test scores easily accessible?	___	___
2. Is your system for recording diagnostic test data effective?	___	___
3. Do you have a system for recording individual progress in prescribed objectives?	___	___
4. Is data easily retrievable from these records?	___	___
5. Do you involve the student in record keeping for himself?	___	___
6. Can the records be maintained by other staff members?	___	___
7. Are your records easily interpreted by other staff members?	___	___
8. Are your records kept in a central easily accessible location?	___	___
9. Is the form of record keeping consistent (i.e., in well marked folders, in a loose-leaf binder, on index cards in a file)?	___	___

You have completed the tasks in Package V, Classroom Management. In Section I you learned how to collect and use data. Section II gave suggestions for arranging the physical plant which you have been assigned. It also discussed the effective use of staff equipment and space. Section III explored means of carrying out an individualized instructional program. As you

develop and use your material, you may discover easier methods, short cuts for econimizing on time, or improved techniques for classroom management. Share your expertise. Add a descriptive passage to this package for use by other teachers.